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ABSTRACT

In November, 1971, the 106 Years 4 and 5 pupils of Area C at MacCorkindale School were assigned to two groups--2/3 stayed in the open area and the remainder were moved into a self-contained room within the Area where they could have more structure and direction. This study includes a comparison of Area C pupils with a control group and an evaluation of the alternative programs within Area C. The self-esteem of Area C pupils was higher than that of pupils in a control group. On the School Sentiment Index, Area C pupils had a more positive attitude toward learning than did pupils in the control group. The attitudes toward school of the open area pupils were more positive than those in the self-contained room on all the concepts except learning. Pupils in the open area had higher reading scores than pupils in the self-contained room, but their growth rates in reading were very similar. The features of Area C liked most by the pupils were the teachers, the free periods, and the freedom generally. The least-liked aspects were the noise and untidiness. The alternate arrangements in Area C appear to be providing for the differing needs of children and they are being well received by the pupils and their parents. (For related document, see TM 002 762.) (Author/KM)

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RESEARCH REPORT

An Evaluation of the Alternate Programs
in "Area C" at MacCorkindale School, 1971-72

September, 1972

Marilyn J. Reid

Research Report 72-26

Department of Planning and Evaluation
Board of School Trustees
1595 West 10th Avenue
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AN EVALUATION OF THE ALTERNATE PROGRAMS IN "AREA C" AT MACCORKINDALE SCHOOL, 1971-72

Abstract

In November, 1971, the 106 Year 4 and Year 5 pupils of "Area C" at MacCorkindale School were assigned to two groups--two-thirds of the pupils stayed in the open area and the remainder were moved into a self-contained room within the Area where they could have more structure and direction.

This study includes a comparison of Area C pupils with a control group and an evaluation of the alternative programs within Area C.

The self-esteem of Area C pupils was higher than that of pupils in a control group.

On the School Sentiment Index, Area C pupils had a more positive attitude towards "Learning" than did pupils in the control group. The attitudes towards school of the open area pupils were more positive than those of pupils in the self-contained room on all of the concepts except "Learning".

On both pre- and post-testings of the Gates-MacGinitie Reading Tests, pupils in the open area had higher scores than pupils in the self-contained room. While it was found that the two groups differed in their levels of reading achievement, the growth rates of students in the open area and in the self-contained room were very similar.

Pupils in the open area were found to have higher mean scores than pupils in the self-contained room on the four mathematics subscales of the Metropolitan Achievement Tests administered in June, 1972.

The features of Area C liked most by the pupils were: the teachers, the free periods, and the freedom generally. The least-liked aspects of Area C were the noise and the untidiness of the Area.

Many parents pointed out that a choice between the open area and the self-contained room should be made on the basis of the individual child's needs at the time.

Among the features of Area C considered by the parents to be its strengths were these:

- the child is treated as an individual and proceeds at his own rate;
- there are good pupil-teacher relationships;
- the program is interesting, challenging, and enjoyable to the children;
- there is training in independence and responsibility;
- the teachers are of high calibre and they care; and
- the arrangements are flexible and offer choices to suit the needs of individual children.

Some of the weaknesses of Area C, noted by a few parents were the following:

- the academic side is weak--children don't do enough work;
- there is too much freedom and free time; and
- there is too much noise.

This evaluation supported the teachers' belief that there were differences between the students in the open area and those in the self-contained room. Some differences were noted between Area C pupils and a control group.

In conclusion, the alternate arrangements in Area C appear to be providing for the differing needs of children and they are being well received by the pupils and their parents.

AN EVALUATION OF THE ALTERNATE PROGRAMS IN "AREA C" AT MACCORKINDALE SCHOOL, 1971-72

Introduction

MacCorkindale School, while less than five years old, is the oldest school of its kind in Vancouver. It was the first Vancouver school to be constructed with "open areas".

The "classrooms" at this school consist of four large areas (A, B, C, and D) plus a room for kindergarten pupils.

During the 1971-72 school year, "Area C" at MacCorkindale School housed about two-thirds of the Year 4 students (the remainder were with the Years 2 and 3 students), and all of the year 5 students* for a total of 106 students.**

Within "Area C" is a partially enclosed area which, through the use of sliding doors, can be closed off from the rest of the area. Prior to the Fall of 1971, this "enclosed" or "self-contained" area was not used for any particular group of Area C students. On November 18, 1971, the Area C teachers, feeling that all of their students weren't entirely suited to working in an open area, and thinking that their facilities were not being as well utilized as they might be, made changes in the organization of Area C. About one-third of the children in Area C were moved into the self-contained room on a more or less full-time basis, the remainder stayed in the larger open area.

Children were selected for the enclosed room by their teachers. Generally, they were children who were felt to need more structure, supervision, and direction than the open area permitted. Many of these children tended to be too easily distracted in the larger area. While the choice primarily involved behavioural characteristics rather than strictly academic ones, there were some children selected who had both behavioural and learning difficulties. In situations were there were in Area C two children from the same family, only one of them would be placed in the enclosed area. It tended to be a matter of degree that determined which children were chosen for the self-contained room and to some extent there were practical considerations.

This study includes a comparison of Area C pupils with a control group and an evaluation of the alternative programs within Area C.

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*There was also one child from Year 6 whose family requested that she be in Area C.

**There was some variation in the total number of students over the course of the school year.

Objectives

The following were proposed as objectives for this new arrangement of Area C.

- To assist all pupils to become independent learners insofar as their capabilities will permit.
- To establish structured programs and learning environments for selected pupils who have been identified as requiring these.
- To observe the different effects of structured and non-structured learning environments in an open area on the learning styles of children in Area C.
- To assess the changes in attitude of children who have been placed in a more structured situation within an open area.

Description

The operation of the larger open part of Area C was fairly flexible. The day's schedule of classes and events was posted on a blackboard in the morning. At the meeting that started each day for the students in this area, the schedule was discussed and details of it explained. While students generally attended their assigned classes, most of these students were not scheduled for more than four (of seven) periods of classes a day. However, they were expected to work on many projects and it was anticipated that they would use these "free periods" for such activities as reading, research, and working on projects.

Students in both parts of Area C had, to some degree, individualized programs. The arrangements in the open area were much more flexible than those in the enclosed area. By comparison, students in the self-contained room had less freedom of movement and less choice in their activities.

In the enclosed or self-contained part of the area, the teacher worked to a large extent with small groups of children (3-6) for a few minutes each. The children in this area appeared to have a greater range of reading ability than those in the open area and they were working on at least six levels of reading with different readers. Students in the self-contained section generally chose, themselves, to maintain the physical separation by closing the sliding doors.

These two groups of students in Area C worked independently of each other with the exceptions of joining together for music and occasionally meeting for special events.

Placement in either area was not necessarily permanent in that children were frequently moved from one part of the area to the other as their own needs changed.

Two teachers worked full-time with the students in the open part of Area C. Three student teachers spent some time in this section also, one--for four months, the others--for two weeks each. Pupils in the enclosed group had one teacher most of the time; she was replaced two afternoons a week by another teacher while she taught music in other areas. In addition, a teacher from another area worked with the children of Area C for Physical Education.

From the teachers' point of view, there would ideally be three groups of children in Area C--those in the self-contained area, those in a transition area, and those in the open area. This is based on their belief that all children are not suited to any one learning environment and their needs would be best met by this arrangement.

Evaluation

The evaluation of the alternative arrangements in Area C of MacCorkindale Elementary School included:

- a measure of the self-esteem of each pupil employing the Self-Concept Scale,
- an assessment of the regard each pupil had for his school using the School Sentiment Index,
- a measure of the pupil's reading abilities--the Gates-MacGinitie Reading Tests,
- a measure of each pupil's mathematical abilities--the Metropolitan Achievement Tests,
- pupils' opinions about these arrangements as revealed in their responses to a questionnaire, and
- parents' opinions expressed in their responses to a similar questionnaire.

For the purposes of this study, students were considered to be in the enclosed or self-contained room if they were there for three or more months during the year and the remaining students were considered to be in the open area group.

A control group was used for comparison purposes in the parts of this evaluation employing the Self-Concept Scale and the School Sentiment Index. All of the Grade 4 and Grade 5 students at the neighbouring ____ Elementary School were selected to be the control group.

I. SELF-CONCEPT SCALE

As part of the evaluation of Area C at MacCorkindale School, students' attitudes towards themselves were measured on a Self-Concept Scale. Students in Area C were compared with a control group and the two groups of students within Area C were compared with each other.

The Self-Concept Scale was devised by using material from several sources and included thirteen items which had particular relevance to Area C. It consisted of 93 statements to which the students responded by marking the statement "true" or "not true". A copy of the Self-Concept Scale is included in Appendix A.

Responses indicating a positive self-attitude were each awarded one point. These were then tallied for every student to arrive at his score out of a possible 93.

The scores of students in Area C were compared with those of the control group. The results indicated that the self-esteem of Area C students was higher. The difference between the groups was statistically significant at the 0.10 level.

The scores of students in the self-contained group were compared with those of students in the open area. While the mean score for students in the open area was higher, the difference was not statistically significant.

Both of these comparisons are shown in Table I.

TABLE I: COMPARISONS OF SCORES OBTAINED ON THE SELF-CONCEPT SCALE

Group	Mean Score	"t" Score	Level of Significance
Area C Pupils (n=106)	63.8	1.87	0.10
Control Group (n=107)	60.5		
Pupils in Self-Contained Classroom (n=35)	61.0	1.63	no significant difference
Pupils in the Open Area (n=71)	65.2		

In addition, a tally was made of the responses by individual students in Area C and in the control group to the thirteen items considered to have particular relevance to Area C students. These data are presented in Appendix B. The direction of the responses was the same for the two groups on all items, i.e., when most students from one group marked an item as being true, most students from the other group also marked this item as being true. The most substantial difference between the groups (20 points) was in response to item 52--"When I have free time at school, I usually work quite hard." More MacCorkindale students said this was true for them.

II. SCHOOL SENTIMENT INDEX

In June, 1972, all students in Area C and in the control group completed a School Sentiment Index[1], an informal instrument designed to assess attitudes of students towards education.

The students wrote the Intermediate Level of the Index which consists of 75 statements regarding various aspects of school to which students respond by indicating whether each statement is "true" or "untrue" for them. A copy of the Index appears in Appendix C.

This self-report device attempts to measure students' attitudes towards the following five aspects of school.

1. Teacher, which can be subdivided into:
   a) Mode of Instruction,
   b) Authority and Control, and
   c) Interpersonal Relationships;
2. Learning;
3. School Social Structure and Climate;
4. Peer; and
5. General.

During the administration of the School Sentiment Index, students rated each statement by marking their responses on separate answer sheets.

Scores were obtained by counting one point for each positive response, that is, for each "true" or "untrue" response which indicated a favourable attitude toward school.

The scores obtained by Area C students were compared with those of the control group. This information is shown in Table II. The only statistically significant difference between the groups was in their attitudes towards "Learning". This difference was significant at the 0.10 level and indicated that the attitude towards "Learning" of Area C students was the more positive. The only other subscale in which the attitudes of Area C students were more positive than those of students in the control group was "School Social Structure and Climate". On all other scales the control group had the more positive attitudes.

Comparisons were also made between the scores of students in the self-contained room and those of students in the open area. (See Table II) The differences between these two groups were statistically significant on all but one subscale, "Learning". In every instance, the attitude of the open area students was more positive than that of students in the self-contained room. This would certainly support the teachers' belief that the students in these two groups are different in some ways.

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[1] The School Sentiment Index was developed by the Instructional Objectives Exchange, Box 24095, Los Angeles, California 90024.

TABLE II: A COMPARISON OF AREA C STUDENTS WITH A CONTROL GROUP, AND A COMPARISON OF THE SELF-CONTAINED GROUP WITH THE OPEN AREA GROUP IN AREA C, ON THE SCHOOL SENTIMENT INDEX, INTERMEDIATE LEVEL, JUNE, 1972.

	Teacher--Mode of Instruction	Teacher--Authority and Control	Teacher--Relationship to Pupils	Teacher--Total	Learning	Peer	School Social Structure and Climate	General	Grand Total
Area C Pupils--Mean Score (n=105)	9.8	10.3	6.1	26.2	3.4	7.0	11.5	6.6	54.8
Control Group--Mean Score (n=112)	10.2	10.9	6.4	27.5	3.1	7.2	11.1	6.6	55.5
"t"	1.39	1.65	1.28	1.64	1.96	0.76	1.17	0.17	0.47
Level of Significance	n.s.d.	n.s.d.	n.s.d.	n.s.d.	0.10	n.s.d.	n.s.d.	n.s.d.	n.s.d.
Pupils in the Self-Contained Classroom--Mean Score (n=34)	8.6	8.9	5.5	23.1	3.4	6.5	10.4	6.0	49.4
Pupils in the Open Area --Mean Score (n=71)	10.3	11.0	6.4	27.7	3.4	7.3	12.1	7.0	57.4
"t"	3.05	3.65	2.23	3.40	-	1.76	2.65	2.12	3.16
Level of Significance	0.01	0.01	0.05	0.01	n.s.d.	0.10	0.01	0.05	0.01

Legend: n.s.d. -- no significant difference

Mean scores were calculated for several groupings of students within Area C. Students were grouped by their years in school and by the parts of the Area in which they were registered. These data are presented in Table III. Year 4 students in the self-contained room had the least positive attitudes towards school of these groups. Year 4 students in the open area had the most positive attitudes towards school. The attitudes of all Year 4 pupils compared with all Year 5 pupils were generally similar, although the Year 5 pupils showed more positive attitudes towards "Peer".

Scores higher than the mid-points of each subscale were considered to indicate above average attitudes. On this basis, every grouping of Area C students had above average attitudes towards the aspects of school which were assessed.

As norms for the School Sentiment Index are not available on a national or local basis, clearly defined reference points cannot be established for evaluating the mean numerical ratings. However, the Intermediate Level of the Index has been administered to students at four Vancouver schools during the past year, the results of which provide some means for comparison. The attitudes towards school of Area C students were generally comparable with those of students in these schools. One difference was apparent, however--students from Area C had more positive attitudes towards "Learning" than did students from the other schools.

III. ACHIEVEMENT TESTS

A. Gates-MacGinitie Reading Tests

The Gates-MacGinitie Reading Tests were administered to all pupils of Area C in November, 1971 (Form D1M) and in June, 1972 (Form D2M).

The November administration was part of a city-wide survey involving all Grade 5 students. A comparison of the results on this survey for students at MacCorkindale School with those of all pupils in Grade 5 of Vancouver schools revealed that MacCorkindale students were somewhat below Vancouver norms on the three tests.

The performance of pupils at the Year 4 and Year 5 levels in the open area was compared with that of their counterparts in the self-contained classroom. These comparisons are shown in Table IV. There were some differences in reading skills between the students in the open area and those in the self-contained room at that time. In all instances, students in the open area had higher scores than students in the self-contained room.

TABLE III: MEAN SCORES OBTAINED BY AREA C STUDENTS ON THE SCHOOL SENTIMENT INDEX, INTERMEDIATE LEVEL, JUNE, 1972.

Students by Year in School and Section of Area C	Teacher--Mode of Instruction	Teacher--Authority & Control	Teacher--Relationship to Pupils	Teacher--Total	Learning	Peer	School Social Structure & Climate	General	Grand Total
Year 4--Open Area (n=26)	10.08	11.38	6.42	27.88	3.54	6.92	12.58	7.12	58.04
Year 5--Open Area (n=43)	10.53	10.81	6.30	27.65	3.35	7.53	11.79	6.88	57.21
Year 4--Self-Contained Room (n=11)	8.00	7.55	4.91	20.45	3.36	5.82	9.64	6.00	45.27
Year 5--Self-Contained Room (n=22)	9.14	9.64	5.91	24.68	3.45	6.95	11.00	6.05	52.14
Years 4+5--Open Area (n=69)	10.36	11.03	6.35	27.74	3.42	7.30	12.09	6.97	57.52
Years 4+5+6--Self-Contained Room (n=34)	8.62	8.91	5.53	23.06	3.44	6.47	10.44	5.97	49.38
Year 4 Total--Open Area + Self-Contained Room (n=37)	9.46	10.24	5.97	25.68	3.49	6.59	11.70	6.78	54.24
Year 5 Total--Open Area + Self-Contained Room (n=65)	10.06	10.42	6.17	26.65	3.38	7.34	11.52	6.60	55.49
All Area C Pupils (n=103)	9.79	10.33	6.08	26.19	3.43	7.03	11.54	6.64	54.83
Possible Score	13	13	8	34	6	10	16	9	75
Mid-point of the Subscale	6.50	6.50	4.00	17.00	3.00	5.00	8.00	4.50	37.50

TABLE IV: COMPARISONS AMONG MACCORKINDALE SCHOOL STUDENTS OF THE PRE-TEST RESULTS ON THE GATES-MACGINITIE READING TEST, FORM D1M, NOVEMBER, 1971

	Speed and Accuracy		Vocabulary		Comprehension	
	Pupils in Open Area	Pupils in Self-Contained Room	Pupils in Open Area	Pupils in Self-Contained Room	Pupils in Open Area	Pupils in Self-Contained Room
Year 4	(n=25)	(n=9)	(n=25)	(n=9)	(n=24)	(n=9)
Mean Standard Score	51.6	46.8	55.4	49.7	52.4	47.8
"t"	1.75		1.94		1.66	
Level of Significance	0.10		0.10		n.s.d.	
Year 5	(n=41)	(n=21)	(n=41)	(n=21)	(n=41)	(n=21)
Mean Standard Score	46.2	41.7	51.5	49.0	50.8	46.1
"t"	2.12		1.04		1.97	
Level of Significance	0.05		n.s.d.		0.10	

Legend: n.s.d. -- no significant difference

Mean pre-test standard scores of the students by year, and by location and year, were transformed to percentile ranks and grade scores using the publisher's norms. These data are shown in Table V.

Similar comparisons were made with the post-test results (June). Comparisons between the results for students in the open area and those for students in the self-contained room on the June administration of the Gates-MacGinitie Reading Tests are shown in Table VI.

Again some differences in the reading skills of the groups were apparent. While the differences were not identical to those found on comparisons of pre-test results, the direction was the same, open area students receiving higher scores than students in the self-contained room.

Mean post-test standard scores of the students by year, and by location and year, were transformed to percentile ranks and grade scores using the publisher's norms. These data are shown in Table VII.

It should be noted that both groups of students made gains in grade score on every test.

The differences in standard scores from pre- to post-testing were calculated for all students in the open area and were compared with those of all students in the self-contained room. These comparisons appear in Table VIII. The differences between the groups were not statistically significant.

The only test in which growth was unusual was the Speed and Accuracy Test. On this test, students in all groups made exceptionally large gains from pre- to post-testing.

Thus, while it was found that the two groups differed in their levels of reading achievement in November, 1971 and June, 1972, the growth rates of students in the open area and in the self-contained room were very similar.

TABLE V: PRE-TEST RESULTS FOR MACCORKINDALE SCHOOL STUDENTS ON THE GATES-MACGINITIE READING TESTS, FORM D1M EXPRESSED AS MEAN STANDARD SCORES, PERCENTILE RANKS AND GRADE SCORES, NOVEMBER, 1971.

	Mean Standard Score	Percentile Rank of the Mean Standard Score	Grade Score of the Mean Standard Score
Year 4 Pupils in Self-Contained Room (n=9)			
1. Speed and Accuracy	46.8	37	3.8-
2. Vocabulary	49.7	49	4.1
3. Comprehension	47.8	41	3.7
Year 4 Pupils in Open Area (n=24)			
1. Speed and Accuracy	51.6	56	4.3+
2. Vocabulary	55.4	71	4.8
3. Comprehension	52.4	60	4.4
All Year 4 Pupils (n=33)			
1. Speed and Accuracy	50.3	51	4.3-
2. Vocabulary	53.9	66	4.7
3. Comprehension	51.2	55	4.2
Year 5 Pupils in Self-Contained Room (n=21)			
1. Speed and Accuracy	41.7	20	3.8+
2. Vocabulary	49.0	46	5.0
3. Comprehension	46.1	34	4.5
Year 5 Pupils in Open Area (n=41)			
1. Speed and Accuracy	46.2	35	4.5
2. Vocabulary	51.5	56	5.3+
3. Comprehension	50.8	53	5.3
All Year 5 Pupils (n=62)			
1. Speed and Accuracy	44.7	30	4.3
2. Vocabulary	50.7	53	5.3-
3. Comprehension	49.2	47	5.0

"—" denotes "slightly less than" "+" denotes "slightly more than"

TABLE VI: COMPARISONS AMONG MACCORKINDALE SCHOOL STUDENTS OF THE POST-TEST RESULTS ON THE GATES-MACGINITIE READING TESTS, FORM D2M, JUNE, 1972.

	Speed and Accuracy		Vocabulary		Comprehension	
	Pupils in Open Area	Pupils in Self-Contained Room	Pupils in Open Area	Pupils in Self-Contained Room	Pupils in Open Area	Pupils in Self-Contained Room
Year 4	(n=27)	(n=12)	(n=27)	(n=12)	(n=27)	(n=12)
Mean Standard Score	55.3	52.3	55.0	48.5	54.2	47.3
"t"	0.94		2.71		3.75	
Level of Significance	n.s.d.		0.02		0.01	
Year 5	(n=42)	(n=22)	(n=42)	(n=22)	(n=43)	(n=21)
Mean Standard Score	59.0	54.7	51.7	49.5	52.6	50.3
"t"	1.86		0.93		0.85	
Level of Significance	0.10		n.s.d.		n.s.d.	

Legend: n.s.d. -- no significant difference

TABLE VII: POST-TEST RESULTS FOR MACCORKINDALE SCHOOL STUDENTS ON THE GATES-MACGINITIE READING TESTS, FORM D2M, EXPRESSED AS MEAN STANDARD SCORES, PERCENTILE RANKS, AND GRADE SCORES, JUNE, 1972.

	Mean Standard Score	Percentile Rank of the Mean Standard Score	Grade Score of the Mean Standard Score
Year 4 Pupils in Self-Contained Room (n=12)			
1. Speed and Accuracy	52.3	59	5.5
2. Vocabulary	48.5	44	4.5
3. Comprehension	47.3	39	4.5
Year 4 Pupils in Open Area (n=27)			
1. Speed and Accuracy	55.3	70	5.9+
2. Vocabulary	55.0	69	5.6
3. Comprehension	54.2	66	5.6
All Year 4 Pupils (n=39)			
1. Speed and Accuracy	54.4	67	5.9-
2. Vocabulary	53.0	62	5.3
3. Comprehension	52.1	58	5.3
Year 5 Pupils in Self-Contained Room (n=21)			
1. Speed and Accuracy	54.7	68	7.1
2. Vocabulary	49.5	48	5.6
3. Comprehension	50.3	51	5.8
Year 5 Pupils in Open Area (n=42)			
1. Speed and Accuracy	59.0	82	9.0
2. Vocabulary	51.7	57	6.0+
3. Comprehension	52.6	60	6.5
All Year 5 Pupils (n=63)			
1. Speed and Accuracy	57.6	78	8.4
2. Vocabulary	51.0	54	6.0
3. Comprehension	51.9	58	6.2

"—" denotes "slightly less than" "+" denotes "slightly more than"

TABLE VIII: COMPARISONS BETWEEN STUDENTS OF THE OPEN AREA AND THOSE IN THE SELF-CONTAINED ROOM ON GAINS IN STANDARD SCORES FROM PRE- TO POST-TESTING ON THE GATES-MACGINITIE READING TESTS, NOVEMBER, 1971, AND JUNE, 1972.

	Speed and Accuracy		Vocabulary		Comprehension	
	Pupils in Open Area	Pupils in Self-Contained Room	Pupils in Open Area	Pupils in Self-Contained Room	Pupils in Open Area	Pupils in Self-Contained Room
Mean Difference Score (Using Standard Scores)	(n=64) 9.4	(n=31) 9.9	(n=64) 0.1	(n=31) 0.1	(n=64) 2.6	(n=30) 2.9
"t"	0.22		--		0.26	
Level of Significance	n. s. d.		n. s. d.		n. s. d.	

Legend: n. s. d. -- no significant difference

III. ACHIEVEMENT TESTS

B. Metropolitan Achievement Tests

The three mathematics tests of the Metropolitan Achievement Battery were administered to all students of Area C in June, 1972. Year 4 pupils wrote the Elementary Level, Form F and the Year 5 pupils wrote the Intermediate Level, Form F.

These tests: Mathematics Computation, Mathematics Concepts, and Mathematics Problem Solving yielded one score each plus a Total Mathematics score for every pupil.

These raw scores were transformed to standard scores. Mean standard scores were calculated for several groupings of students within Area C. Students were grouped by their years in school and by the parts of the Area in which they were registered. The achievement of pupils in the open area was compared with that of pupils in the self-contained room. This was done separately for Year 4 and Year 5 pupils. This information is shown in Table IX.

Pupils in the open area were found to have higher scores than pupils in the self-contained room on all three mathematics tests and on the total scores. All of the differences between the groups were statistically significant. This finding supports the idea that there are differences in the students from the two parts of Area C.

Mean standard scores of the students by year, and by their location and year, were transformed to percentile ranks, stanines, and grade scores using the publisher's norms. These data are shown in Table X.

TABLE IX: COMPARISONS OF THE PERFORMANCE ON THE MATHEMATICS TESTS OF THE METROPOLITAN ACHIEVEMENT TESTS[1] BY THE STUDENTS IN THE OPEN AREA WITH THOSE IN THE SELF-CONTAINED ROOM, JUNE, 1972.

	Mathematics Computation		Mathematics Concepts		Mathematics Problem Solving		Total Mathematics	
	Pupils in Open Area	Pupils in Self-Contained Room	Pupils in Open Area	Pupils in Self-Contained Room	Pupils in Open Area	Pupils in Self-Contained Room	Pupils in Open Area	Pupils in Self-Contained Room
Year 4	(n=27)	(n=11)	(n=27)	(n=11)	(n=27)	(n=11)	(n=27)	(n=11)
Mean Standard Score	84.0	74.5	80.1	68.8	86.8	79.9	87.6	78.4
"t"	2.71		4.64		2.54		3.95	
Level of Significance	0.02		0.01		0.02		0.01	
Year 5	(n=44)	(n=21)	(n=43)	(n=22)	(n=43)	(n=22)	(n=43)	(n=21)
Mean Standard Score	92.0	85.5	91.0	80.8	91.1	81.7	95.8	87.2
"t"	1.77		3.10		2.91		2.74	
Level of Significance	0.10		0.01		0.01		0.01	

[1] Year 4 pupils were given the Elementary level, Form F.
Year 5 pupils were given the Intermediate level, Form F.

TABLE X: MEAN STANDARD SCORES ON THE MATHEMATICS TESTS OF THE METROPOLITAN ACHIEVEMENT TESTS[1] TRANSFORMED TO PERCENTILE RANKS, STANINES, AND GRADE EQUIVALENTS FOR SIX GROUPINGS OF AREA C STUDENTS, JUNE, 1972.

	Mean Standard Score	Percentile Rank of the Mean Standard Score	Stanine of the Mean Standard Score	Grade Equivalen of the Mean Standard Score
Year 4 Pupils in Self-Contained Room (n=11)				
1. Math. Computation	74.5	40	5	4.6
2. Math. Concepts	68.8	30	4	4.0
3. Math. Problem Solving	79.9	56	5	5.2
4. Total Mathematics	78.4	39	4	4.5
Year 4 Pupils in Open Area (n=27)				
1. Math. Computation	84.0	72	6	5.7
2. Math. Concepts	80.1	62	6	5.5
3. Math. Problem Solving	86.8	76	6	6.3
4. Total Mathematics	87.6	69	6	5.7
All Year 4 Pupils (n=38)				
1. Math. Computation	81.3	64	6	5.4
2. Math. Concepts	76.9	52	5	5.1
3. Math. Problem Solving	84.8	72	6	6.0
4. Total Mathematics	85.0	60	6	5.3
Year 5 Pupils in Self-Contained Room (n=21)				
1. Math. Computation	85.5	55	5	5.9
2. Math. Concepts	80.8	48	5	5.6
3. Math. Problem Solving	81.7	47	5	5.5
4. Total Mathematics	87.2	51	5	5.6
Year 5 Pupils in Open Area (n=43)				
1. Math. Computation	92.0	72	6	6.7
2. Math. Concepts	91.0	78	7	7.5
3. Math. Problem Solving	91.1	72	6	6.8
4. Total Mathematics	95.8	79	7	6.9
All Year 5 Pupils (n=64)				
1. Math. Computation	89.9	68	6	6.5
2. Math. Concepts	87.6	67	6	6.8
3. Math. Problem Solving	88.0	66	6	6.4
4. Total Mathematics	93.0	72	6	6.6

[1]Year 4 pupils were given the Elementary level, Form F.
Year 5 pupils were given the Intermediate level, Form F.

The typical student at Year 4 and at Year 5 in Area C achieved in Mathematics at a level a little above average, i.e., in Stanine 6. Students in the self-contained room at the Year 4 level seemed to be doing the least well in mathematics but could still be considered within the average range. Students in the open area at the Year 5 level seemed to be doing the best in that they performed above the 70th percentile in all four mathematical areas. Generally, students in the self-contained room performed at an average level while those in the open area performed slightly better.

IV. STUDENTS' QUESTIONNAIRE

In June, all students of Area C completed questionnaires and their responses are summarized in Appendix D. There were 105 returns. The following is a summary of the findings.

Most children said that they liked to work with different teachers rather than with one teacher all of the time.

About two-thirds of the students said that they liked to be with different groups of students for different subjects while one-third of them said that they liked to be with the same students all of the time.

All but a few students preferred moving around at school for the different activities rather than having their own desks and staying in one place most of the time.

Year 5 students were divided on their choices of being in Area C or Area D next year but a larger group chose to go to Area D.

A majority of the students in the self-contained room said that they would be in favour of going into the larger open area if their teacher thought that they would do better there.

A majority of the students in the larger open area said that they would not be in favour of going into the self-contained room if their teachers thought that they would do better there. With regard to these last two items, it should be noted that some children felt that there was a stigma to being in the self-contained room rather than in the open area.

Approximately two-thirds of the students preferred to choose for themselves the groups they were in at school, while one-third of them preferred to have the teachers choose students for the groups.

Most children said that they preferred to choose their own projects but nearly a quarter of them said that they preferred to have the teacher choose the projects and tell them what to do.

The aspects of school liked better "this year than last year" were the free periods and the teachers. Many students noted that they weren't at MacCorkindale School in the previous year. Others noted that there was nothing better in the current year than in the previous year.

The aspects of school liked better "last year than this year" were a greater number of field trips and the teachers. These were noted by only a few students though. A third of the respondents said that nothing was better the previous year than in the current year. Again, a large group noted that they had not been at the school in the previous year.

Most students, when offered a choice, said that they would rather be in the larger open area than be in the self-contained room. Teacher preferences were offered as the reason by students making both kinds of choices. Other reasons offered by respondents who chose the open area were: there are more free periods, there is more freedom, and the open area is larger. Others who made this choice said that they learned responsibility by working on their own and learned more in that area. Students who chose the self-contained room said that they learned more and could work better, and that it was quieter there.

The majority of the respondents said that when they have free time at school they would like to have a completely free choice of what they do. However, nearly a fifth of them said that they would like the teachers to suggest alternatives from which they could choose.

The subject noted most often by the students as the one they would prefer to work on by themselves was social studies. This was noted by 70% of the students. Science was the next most frequently mentioned subject in this regard (by 38% of the students). Other areas noted by a third to a fifth of the students as being subjects in which they would prefer to work on their own were language arts, mathematics, and art.

One-half of the students said that they preferred to work with their teachers on mathematics. Subjects mentioned by a third to a fifth of the students as being ones in which they preferred to work with their teachers were language arts, science, and social studies.

The choices made by the students seemed to reflect individual preferences rather than consistent patterns for each subject. The four subjects mentioned most often by students were the same (in different order) in response to these last two questions. Perhaps this reflects in part a desire by the students to have varying combinations of these two methods used in their subjects rather than one or the other approach.

Most students said that usually they did not need much help from their teachers when they were working on projects. However, when help was needed, the students were usually able to get this from their teachers.

The feature of Area C liked most by the students was the teachers. Many said that they liked the free periods and the freedom.

Forty-three percent of the students said that there was nothing really that they disliked about being in Area C. The aspects of Area C that some students did not like were the noise, and the mess and untidiness in the area.

When asked for suggestions to improve Area C, a number of students responded that it was just fine the way it was and shouldn't be changed. However, some students said that the children should take better care of the area and keep it clean. Others said that it should be quieter.

V. PARENTS' QUESTIONNAIRE

In June, the students of Area C took home questionnaires to be completed by their parents. Of these, 68 were returned to the school.

The following is a summary of the responses to these questionnaires. The results of the survey appear in Appendix E.

According to the parents who responded to the questionnaire, nearly a half of the students in Area C have been at MacCorkindale School three years or less. In fact, one quarter of these students are in their first year at this school.

While many parents showed some awareness of the ways in which Area C of MacCorkindale School differed from more traditional schools, others seemed to have little knowledge about this.

Nearly all of the parents said that they preferred to have some combination of conferences and written reports to inform them of their children's progress at school. The largest group of these chose the current system of two parent-teacher conferences plus a written report at the end of the school year. The next largest group preferred to have report cards and parent-teacher conferences three times a year. A third group liked the previous system of one parent-teacher conference and two written reports. A number of parents observed that conferences facilitate understanding between the home and the school, and provide two-way communication without misunderstanding. Others remarked that the current system is informative about the child's behaviour and progress in class.

The kind of report card preferred by most parents was one with ratings. A report card using letter grades was the most popular system. A number of parents commented that letter grades were what they were used to and understood. Nearly as many parents said that they would like a report card that had teachers' comments by subject with ratings. A smaller group of parents preferred to have a report card with teachers' comments by subject (no ratings).

A majority of the parents indicated that they were aware that there were two kinds of programs available in Area C and said that they were in favour of this arrangement. Several parents suggested that some children needed more structure, supervision, and direction than was available in the open area.

Others thought that children who needed more individual attention could get this in the smaller area. A few parents commented that open areas are not suitable for all children and that alternatives should be available.

Most parents were in favour of having their children enrolled in the smaller, more structured part of Area C if the teachers considered this to be desirable or necessary. A few parents commented that they favoured this if it were in the best interests of the child. Others left such decisions to the teachers.

A majority of the respondents expressed satisfaction with the academic progress of their children this past school year. However, some of them thought that their children's performance in spelling and in language arts was inadequate.

While most parents agreed with the amount of free time that their children had in Area C, a substantial number of them did not agree with this or made no comment on the matter. Several parents said that there should be some supervision and direction in the form of suggestions to the children regarding their use of free time. A similar number of parents thought that the children should be kept busy all of the time at school and allowed no free time.

It seems that most children discussed at home several times a week what they did in school. The majority of the children did this to about the same extent as they had done in previous years, but a third of the children talked about school more at home this past year than they had done previously. Teachers were the most discussed school topic at home. Art projects, mathematics, and games were other school matters frequently discussed by children at home.

More than half of the parents had noticed changes in their children since school had started in September (1971). Changes commonly noted in their children were: better attitudes towards school, more self-confidence, new friends, and more outgoing behaviour. These changes did not become apparent at any particular time--some were before Christmas, some since Christmas, and others seemed to occur gradually over the school year. Parents attributed the changes to several causes: school generally, student-teacher relationships, the positive effects of the child's being moved into the self-contained area, normal maturation, and family relationships.

Parents seemed divided and uncertain in their response to a question regarding emphasis on teacher-directed classes in Area C. Nearly half of the parents said that there should be more emphasis on teacher-directed classes, but a large group of parents said that there shouldn't be more emphasis on this, and another large group made no response to this item. The question seemed to confuse some parents.

Parents were also divided in their preferences for the part of Area C in which they would like to have their children enrolled. Similar numbers of parents chose each of the two parts, but a substantial number of parents made no response. Four parents suggested that the choice should be whichever one is best for the child. A few parents supported their choices with reasons.

Most parents considered their children to be more independent and responsible than they had been a year earlier. About a third of the parents thought that their children were unchanged in these characteristics.

Parents mentioned various features of Area C which they regarded as its strengths: the child is treated as an individual and proceeds at his own rate; there are good student-teacher relationships; the program is interesting, challenging, and enjoyable to the children; there is training for the children in independence and responsibility; the teachers are of high calibre and they care; and, the arrangements are flexible and offer choices to suit the needs of individual children.

The weaknesses of Area C were also indicated by the parents. Some of these, each noted by a few parents were: the academic side is weak--children don't do enough work; there is too much freedom and free time; and, there is too much noise.

Only a few parents offered suggestions for improving Area C. These suggestions were: there should be more teachers; there should be greater direct parental involvement; and, there should be more emphasis on core subjects. Two parents commented that Area C is generally good the way it is.

Summary

Area C at MacCorkindale School housed 106 Year 4 and Year 5 pupils during the 1971-72 school year. In November, approximately one-third of the children were moved into a self-contained room within the area while the remainder stayed in the larger open space. This reorganization was based on the teachers' belief that all students were not suited to working in an open area; some of them seemed to need more structure, supervision, and direction than the open area permitted. These arrangements seemed to make better utilization of the Area's resources.

This study includes a comparison of Area C pupils with a control group and an evaluation of the alternative programs within Area C.

A comparison of the scores on a Self-Concept Scale obtained by students in Area C with those of students in a control group indicated that the self-esteem of Area C students was higher. Pupils in the open area were found to have greater self-esteem than those in the self-contained room, but the difference was not statistically significant.

On the School Sentiment Index, Intermediate Level, Area C students were found to have a significantly more positive attitude towards "Learning" than did students in a control group. The only other concept on which Area C students were more positive was "School Social Structure and Climate". Within Area C, the attitudes towards school of the open area students were more positive than those of students in the self-contained room on all of the concepts except

"Learning", and the differences were statistically significant. Year 4 pupils in the self-contained room had the least positive attitudes towards school of all Area C students, while Year 4 pupils in the open area had the most positive attitudes. Every grouping of Area C pupils had above average attitudes towards the aspects of school which were assessed. In comparison with students from three other Vancouver schools, Area C pupils had more positive attitudes towards "Learning" but were otherwise similar.

On the Gates-MacGinitie Reading Tests (Form D1M), administered in November, 1971, students in the open area had higher scores than students in the self-contained room. A comparison of the results for Year 5 students of Area C with those of all pupils in Grade 5 of Vancouver schools, revealed that MacCorkindale students were somewhat below Vancouver norms. On a post-test (Form D2M), given in June, 1972, open area students again received higher scores than did students in the self-contained room. Both groups of students made gains in grade score on every test. While it was found that the two groups differed in their levels of reading achievement in November, 1971, and June, 1972, the growth rates of students in the open area and in the self-contained room were very similar.

On the four mathematics subscales of the Metropolitan Achievement Tests, administered in June, 1972, pupils in the open area were found to have higher mean scores than pupils in the self-contained room. Students in the self-contained room at the Year 4 level did the least well, and Year 5 students in the open area did the best on the mathematics tests. Generally, using the publisher's norms, students in the self-contained room performed at an average level while those in the open area performed slightly better.

On a questionnaire completed by all students of Area C in June, the majority of them preferred the open area to the self-contained room. Some children felt that there was a stigma to being in the self-contained room. Most pupils liked the freedom associated with an open area. However, while they liked the freedom, the students wanted guidance from their teachers. Responses seemed to reflect a desire by the pupils for a combination of working on their own and working with their teachers, rather than one or the other. The features of Area C liked most by the pupils were: the teachers, the free periods, and the freedom generally. The least-liked aspects of Area C were the noise and the untidiness of the area.

A similar questionnaire was completed in June by the parents of Area C pupils. They pointed out the high mobility of families in the MacCorkindale School district. (One-quarter of the students in Area C were new to the school this past year.) Nearly all of the parents preferred to have some combination of conferences and written reports to inform them of their children's progress at school. A report card using letter grades was the most popular kind. Most parents had some awareness of the alternative arrangements available in Area C and expressed approval of them. However, many parents showed some confusion about the operation of Area C. Parents were divided in their preferences for

the part of Area C in which they would like to have their children enrolled. It is important to note though, that throughout the questionnaire, many parents qualified their responses, pointing out that a choice between the open area and the self-contained room should be made on the basis of the individual child's needs at the time, i. e., that the choice should be the one that is best for a particular child. A majority of the parents expressed satisfaction with the current academic progress of their children. Among the features of Area C considered by the parents to be its strengths were these:

- the child is treated as an individual and proceeds at his own rate;
- there are good student-teacher relationships;
- the program is interesting, challenging, and enjoyable to the children;
- there is training in independence and responsibility;
- the teachers are of high calibre and they care; and
- the arrangements are flexible and offer choices to suit the needs of individual children.

Some of the weaknesses of Area C, noted by a few parents were the following:

- the academic side is weak--children don't do enough work;
- there is too much freedom and free time; and
- there is too much noise.

The parents were less definite in their choices than were the students and were able to see the advantages of both the open area and the self-contained room. They seemed to be less enthusiastic than the pupils about the open area but they did favour having the alternative arrangements to suit the individual needs of the children.

Perhaps the staff could allay some of the parents' confusion by explaining the operation of Area C more clearly to them.

This evaluation supported the teachers' belief that there were differences between the students in the open area and those in the self-contained room in their attitudes towards themselves and towards school, and in their academic achievement; the open area students having the more positive attitudes and the higher achievement. However, on the one test that was given to measure change during the year, the gains of the two groups were similar.

The self-esteem of Area C students was higher and their attitude towards "Learning" more positive than those of students in a control group.

One of the features of the Area C program was its emphasis on the child as an individual. The findings of this evaluation, particularly the parents' responses to a questionnaire, support the idea of extending this approach even further.

In conclusion, the alternative arrangements in Area C appear to be providing for the differing needs of children and they are being well received by the pupils and their parents.

APPENDIX A -- SELF-CONCEPT SCALE

SCHOOL: _____

NAME: _____

SEX: ☐ Boy ☐ Girl

DIRECTIONS:

On the following pages are a series of statements people sometimes use to describe themselves. Please read each statement carefully and decide whether or not it is true for you.

If you think a statement is true for you or describes how you feel most of the time, check the TRUE square.

If you think a statement is not true for you or does not describe how you feel most of the time, check the NOT TRUE square.

This is NOT A TEST and so everyone should express his own opinion for each statement. Therefore, since everyone is expected to think differently, there are no right or wrong answers, so respond to each statement as honestly as you can.

	TRUE	NOT TRUE
1. I like to meet new people.		
2. I can make up my mind without too much trouble.		
3. School work is fairly easy for me.		
4. I am satisfied to be just what I am.		
5. I wish I got along better with other children.		
6. It takes me a long time to get used to anything new.		
7. I usually like my teachers.		
8. I am a cheerful person.		
9. When I have some free time at school, I would like the teacher to suggest what to do.		
10. Other children are often mean to me.		
11. Someone always has to tell me what to do.		
12. I often feel upset in school.		
13. I often let other kids have their way.		
14. Most children have fewer friends than I do.		
15. I really don't like being a boy -- girl.		
16. I can always get good marks if I want to.		
17. I think that I fool around in school more often than I should.		
18. I can always be trusted.		
19. I am easy to like.		
20. I can make up my mind and stick to it.		
21. I forget most of what I learn.		
22. I am popular with kids my own age.		
23. I am a good student.		
24. Kids pick on me very often.		

	TRUE	NOT TRUE
25. I enjoy working on my own on projects at school.		
26. I often volunteer in school.		
27. I am generally a happy person.		
28. I am lonely very often.		
29. I always know what to say to people.		
30. I am popular with girls.		
31. I often do things that I'm sorry for later.		
32. Sometimes I decide to do something even when my friends don't want to.		
33. Older kids do not like me.		
34. I'm doing the best work that I can.		
35. I often get discouraged in school.		
36. I wish I were younger.		
37. I am usually friendly toward other people.		
38. There are lots of things about myself I'd change if I could.		
39. I can usually make up my own mind what to do when I have some free time at school.		
40. My teachers make me feel I am not good enough.		
41. I often wish I were someone else.		
42. Most people are better liked than I am.		
43. I like it when my parents visit the school.		
44. I am slow in finishing my school work.		
45. I am about as responsible for myself and what I do as I was a year ago.		
46. I am often unhappy.		
47. I am popular with boys.		

	TRUE	NOT TRUE
48. I get upset easily when I'm scolded.		
49. I can give a good report in front of the class.		
50. I am not as nice looking as most people.		
51. I don't have many friends.		
52. When I have free time at school, I usually work quite hard.		
53. I tell my friends what school I go to.		
54. I am proud of my school work.		
55. If I have something to say, I usually say it.		
56. I am among the last to be chosen for teams.		
57. I expect to be a success in life.		
58. Sometimes, when I am trying to do my work at school I find I am bothered by what the other students are doing.		
59. I am a good reader.		
60. I don't worry much.		
61. It is hard for me to make friends.		
62. We have a lot of fun at our school.		
63. I am not doing as well in school as I would like to.		
64. I am a good person.		
65. I like to be able to choose for myself some of the things I do in school.		
66. Kids usually follow my ideas.		
67. People boss me around too much.		
68. I find it hard to talk in front of the class.		
69. I often feel ashamed of myself.		
70. I am more responsible for myself and what I do than I was a year ago.		

	TRUE	NOT TRUE
71. I wish I had more close friends.		
72. I like going to school.		
73. I am good in my school work.		
74. I find it hard to stick to one project for very long.		
75. Sometimes I am hard to be friendly with.		
76. I wish I could go to some other school.		
77. I like to be called on in class.		
78. I wish I were a different person.		
79. Usually, I work on my own for quite a long time before asking my teacher to look at what I've been doing.		
80. I am fun to be with.		
81. School work is too hard for me.		
82. My classmates think I am a good student.		
83. I am sure of myself.		
84. Often I don't like to be with other children.		
85. I usually ask my friends before I decide to do something.		
86. I can't be depended on.		
87. I would like to stop coming to school.		
88. I can usually take care of myself.		
89. I would rather play with kids younger than I am.		
90. When I am doing my work at school, I usually show my work to the teacher every few minutes.		
91. Teachers expect too much from me.		
92. I can disagree with my teachers.		
93. I have only a few friends in school.		

APPENDIX B

A Tally of the Responses of Students to Thirteen Items on the Self-Concept Scale

	TRUE		NOT TRUE		NO RESPONSE	
Item Number*	MacCorkindale	Control	MacCorkindale	Control	MacCorkindale	Control
9	20	32	84	74	1	1
17	33	44	72	62	0	1
25	89	77	15	30	1	0
32	81	76	23	30	1	1
39	94	92	9	14	2	1
45	69	80	33	27	3	0
52	78	58	25	48	2	1
58	64	69	38	36	3	2
65	86	94	16	10	3	3
70	81	84	19	21	5	2
79	81	71	21	35	3	1
85	71	67	30	39	4	1
90	18	20	83	86	4	1

MacCorkindale - n = 105
Control - n = 107

*The items referred to by the "Item Number" can be found in Appendix A.

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APPENDIX C -- SCHOOL SENTIMENT INDEX

SCHOOL SENTIMENT INDEX

Intermediate Level

Directions: On your answer sheet please show whether each of these sentences is true or untrue for you by marking "true" if the sentence is true or "untrue" if it is not true.

For example:

	True	Untrue	
1.	☐	☒	1. My class is too easy
2.	☒	☐	2. I'd like to stay at my school always.

There are no right or wrong answers, so respond to each item as honestly as you can. Do not write your name on your answer sheet.

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		True	Untrue
1.	Other children bother me when I'm trying to do my school work.	☐	☐
2.	My teacher always tells me when she is pleased with my work.	☐	☐
3.	My teacher is interested in the things I do outside of school.	☐	☐
4.	Each morning I look forward to coming to school.	☐	☐
5.	This school is like a jail.	☐	☐
6.	In our class, we often get a chance to make decisions together.	☐	☐
7.	I often feel rushed and nervous in school.	☐	☐
8.	My teacher gives me work that is too hard.	☐	☐
9.	Other children often get me into trouble at school.	☐	☐
10.	My teacher seldom tells me whether my work is good or bad.	☐	☐
11.	My teacher listens to what I have to say.	☐	☐
12.	It is hard for me to stay happy at school.	☐	☐
13.	I follow the rules at school.	☐	☐
14.	There are many different activities at school from which I can choose what I would like to do.	☐	☐
15.	When I do something wrong at school, I know I will get a second chance.	☐	☐
16.	My teacher gives me work that is too easy.	☐	☐
17.	I often must do what my friends want me to do.	☐	☐
18.	My teacher tries to make school interesting to me.	☐	☐
19.	I try to do my best in school.	☐	☐
20.	My teacher does not care about me.	☐	☐

		True	Untrue
21.	School gives me a stomachache.	☐	☐
22.	The principal of my school is friendly toward the children.	☐	☐
23.	I get as many chances as other children to do special jobs in my classroom.	☐	☐
24.	My teacher does not give me enough time to finish my work.	☐	☐
25.	The other children in my class are not friendly toward me.	☐	☐
26.	In school I have to remember too many facts.	☐	☐
27.	I like to do school work at home in the evenings.	☐	☐
28.	My teacher doesn't understand me.	☐	☐
29.	I often get headaches at school.	☐	☐
30.	The principal's main job is to punish children.	☐	☐
31.	My teacher treats me fairly.	☐	☐
32.	My teacher makes sure I always understand what she wants me to do.	☐	☐
33.	I really like working with the other children in my class.	☐	☐
34.	I would rather learn a new game than play one I already know.	☐	☐
35.	I'm afraid to tell my teacher when I don't understand something.	☐	☐
36.	I feel good when I'm at school.	☐	☐
37.	I get scared when I have to go to the office at school.	☐	☐
38.	My teacher unfairly punishes the whole class.	☐	☐
39.	I get tired of hearing my teacher talk all the time.	☐	☐
40.	School is a good place for making friends.	☐	☐

		True	Untrue
41.	I wish my class could have this teacher next year.	☐	☐
42.	I like trying to work difficult puzzles.	☐	☐
43.	My teacher scares me.	☐	☐
44.	I like to stay home from school.	☐	☐
45.	When I have a problem on the playground at recess, I know I can find a nice teacher to help me.	☐	☐
46.	I don't like most of the children in my class.	☐	☐
47.	My teacher is not very friendly with the children.	☐	☐
48.	The biggest reason I come to school is to learn.	☐	☐
49.	My teacher is mean.	☐	☐
50.	I am embarrassed to be in the class I'm in.	☐	☐
51.	My teacher grades me fairly.	☐	☐
52.	I think a new child could make friends easily in my class.	☐	☐
53.	I feel like my teacher doesn't like me when I do something wrong.	☐	☐
54.	There are too many children in my class.	☐	☐
55.	When a new child comes into our class, my friends and I try very hard to make him or her feel happy.	☐	☐
56.	My teacher likes some children better than others.	☐	☐
57.	I feel unhappy if I don't learn something new in school each day.	☐	☐
58.	When I do something wrong, my teacher corrects me without hurting my feelings.	☐	☐
59.	I like school better than my friends do.	☐	☐
60.	I have to share books with other children too often at school.	☐	☐

		True	Untrue
61.	I know what my teacher expects of me.	☐	☐
62.	My teacher is often too busy to help me when I need help.	☐	☐
63.	I want to be a very good student.	☐	☐
64.	My teacher does not scare the children.	☐	☐
65.	I often feel lost at school.	☐	☐
66.	My teacher usually explains things too slowly.	☐	☐
67.	There's no privacy at school.	☐	☐
68.	Older children often boss my friends and me around at school.	☐	☐
69.	At school other people really care about me.	☐	☐
70.	I would rather get books for my birthday than toys or clothes.	☐	☐
71.	I would rather eat lunch at home than at school.	☐	☐
72.	My teacher bosses the children around.	☐	☐
73.	The children in my class nearly always obey the teacher.	☐	☐
74.	We change from one subject to another too often in my class.	☐	☐
75.	I like my teacher.	☐	☐

APPENDIX D

A Summary of Responses to the Questionnaire by Students of "Area C" at MacCorkindale School, June 1972.

1. Are you a girl? 48 a boy 57 ? (Put a check ✓ in one.)

2. Are you in Year 4? 39 or 5? 66 (Put a check ✓ in one.)

3. Which do you prefer--to work with one teacher all the time, or to work with different teachers? (Put a check ✓ in one of a or b.)

   (a) Like to work with one teacher all the time. 19
   (b) Like to work with different teachers. 84
   No Response 2

4. Which do you prefer to do--be in groups with the same students all the time, or to be with different groups of students for different subjects? (Put a check in one of a or b.)

   (a) Like to be in groups with the same students all the time. 36
   (b) Like to be with different groups of students for different subjects. 68
   No Response 1

5. Which do you prefer--to move around at school for the different activities, or to have your own desk and stay in one place most of the time? (Put a check in one of a or b.)

   (a) Like to move around at school for the different activities. 94
   (b) Like to have my own desk and stay in one place most of the time. 10
   No Response 1

6. Year 5 students only answer this question. Next year, Area C may have many Year 6 pupils as well as those from Years 4 and 5. If you could choose, would you rather be in Area C or Area D next year?

   Area C 28 Area D 36 (Put a check ✓ in one.)

   No Response 41 (Mostly Year 4 students)

7. Only those students in Mrs. K's group answer this question. Would you be in favour of going into Miss R's and Mr. D's group if your teacher thought you would do better there?

   Yes 23 No 8

   No Response 74 (Mostly those not in Mrs. K's group.)

8. Only those students in Miss R's and Mr. D's group answer this question.
Would you be in favour of going into Mrs. K's group if your teachers thought you would do better there?

Yes 20 No 55

No Response 30 (Mostly those in Mrs. K's group.)

9. Do you prefer to choose for yourself the groups you work in for different subjects, or do you prefer to have the teachers choose students for the groups? (Put a check ✓ in one of a or b.)

(a) I prefer to choose for myself the groups I'm in. 67
(b) I prefer to have the teachers choose students for the groups. 38

10. Do you like to choose your own projects or would you prefer that the teachers choose the projects and tell you what to do? (Put a check ✓ in one of a or b.)

(a) Prefer to choose my own projects. 74
(b) Prefer the teacher to choose the projects and tell me what to do. 24

No Response or mixed response 7

11. What do you like better about school this year than last year?

I was not here last year.	21
Nothing.	18
Have free periods (to finish my work and do extra things).	16
The teachers.	14
More freedom, e.g., to do as I want.	7
A general, unspecific liking.	5

12. What did you like better about school last year than this year?

Nothing.	35
I was not here last year.	17
More field trips.	7
The teachers.	5

13. If you could choose, which part of Area C would you rather be in--with Miss R and Mr. D or with Mrs. K?

(a) With Miss R and Mr. D 90
(b) With Mrs. K 14

No Response 1

(Put a check in one of a or b, then answer the question below.)

Why did you choose the one you did?

Students making both choices said that they liked one (or some) teacher(s) more than the others.	17
Those who chose (a) said:	
I get more free periods.	13
I have more freedom.	12
I like to be in the larger open area.	11
I learn responsibility by working on my own.	9
I learn more.	3
Those who chose (b) said:	
I learn more and can work better.	6
It's quieter.	3

14. When you have free time at school, would you like to have completely free choice of what you do or would you prefer that the teachers give you a few choices of what you can do? (Put a check ✓ in one of a or b.)

(a) Like to have completely free choice of what I do. 85
(b) Like the teachers to give a few choices, then I can choose from them. 20

15. (a) In which subjects do you prefer to work on your own on projects?

Social Studies	74
Science	40
Language Arts	31
Mathematics	26
Art	21
Novel	9
Physical Education	6
Reading	5

(b) In which subjects do you prefer to work with your teacher?

Mathematics	52
Language Arts	35
Science	30
Social Studies	22
Music	12
Art	10
Physical Education	10
No subjects	8
Novel	7
Reading	6
Spelling	5

16. (a) When you are working on your projects, do you usually need quite a bit of help from your teacher?

Yes 29 No 76

(b) When you are working on your projects, do you usually get the help you need from your teacher?

Yes 85 No 18 No Response 2

17. What do you like about being in Area C? What is good about it?

Nice Teachers.	29
Free periods in which I can choose what I do.	18
Freedom--to do as I want and to move around.	13
It is fun and a happy place.	7
Generally liked it--e.g., "It's nice."	7
Nothing.	7
Have activities on Fridays.	6
Some of the students who are my friends.	6
The work is nice.	6
I learn independence and responsibility working on my own.	5
I have a lot of time to get my projects done.	5
I like everything in Area C.	5

18. What do you not like about being in Area C? What is not good about it? What things really bother you about Area C?

Nothing, really.	45
The noise.	16
The mess and "garbage" in the room.	10
Some of the students.	8
There aren't enough field trips.	4
There is too much stealing.	4
I don't like the self-contained area.	4
Everything.	3

19. What suggestions would you make to improve Area C? How could it be better? What would you really like to do there and have happen there?

Area C is just fine the way it is--keep it that way.	13
Students should take better care of the area and keep it clean.	12
It is too noisy--it should be quieter.	10
There should be more field trips.	9
There should be more P.E. and Sports.	7
There should be more music, in particular a choir.	6
There should be more art periods.	5
There should be no self-contained rooms.	5
There should be changes in the way the library is run.	4
There should be more sports equipment.	3

APPENDIX E

Summary of Responses to the Questionnaire by Parents of Children Attending "Area C" of MacCorkindale School, June, 1972.

1. My child in "Area C" is presently enrolled in the following year or grade in school: (please check ✓)

Year	4	5	Totals by Sex
Boys	11	19	30
Girls	14	24	38
Totals by Grade	25	43	68 -- Grand Total

2. How many years has your child (only those in "Area C") been at MacCorkindale School? (please check ✓)

First year--17, 2nd--6, 3rd--9, 4th--9, 5th--26, 6th--1, 7th--0

3. As you understand it, how does "Area C" of MacCorkindale School differ from more traditional schools? (Please explain)

The child works as an individual at his own rate.	11
There is more freedom and more free time.	10
Independence and responsibility in children are encouraged by children working on their own.	10
The atmosphere is more relaxed, open and flexible, and less formal.	8
It is an open area.	8
There are several classes in one large area.	5
It has less discipline and is more permissive.	3
There is an enclosed area within the area.	3

4. This school year, you have had two parent-teacher conferences with the teachers of "Area C" to discuss the progress of your children. The teachers will submit a written report to parents in June. In previous years there have been two written reports and one parent-teacher conference. The teachers are interested in knowing what system of reporting student progress to parents you prefer.

Please choose one of the following. We would like you to comment on the reasons for your choice. (Check one ✓)

29 a) The current system, i.e., 2 parent-teacher conferences plus a written report at end of the school year.
13 b) The previous system, i.e., 1 parent-teacher conference plus two written reports.
2 c) Only parent-teacher conferences (no written reports).
1 d) Conferences, only when requested by parent or teacher.
1 e) Report Cards only.
20 f) Report Cards and parent-teacher conferences three times a year.
1 g) Others (please specify) combination of d and e
1 No Response

Comments:

Conferences facilitate understanding between home and school, provide 2-way communication without misunderstanding.	12
The current system is good and is informative about the child's behaviour and progress in class.	8
Written reports provide permanent records of progress.	4
I like conferences but also want something in writing.	3
Conferences are informative.	3
One conference a year is enough.	2
A child likes to have a report card for comparison and to provide initiative.	2
The style of reporting should be geared to the needs of the individual child.	2

5. If there is a Report Card, what kind do you prefer? (Check one ✓)

6	a) Symbols: (1. "very good" 2. "satisfactory" 3. "improvement needed")
22	b) Letter grades (A, B, C+, C, C-, D, E)
4	c) Percentage marks
1	d) "Satisfactory" or "unsatisfactory"
11	e) Teachers' comments by subject (no ratings).
0	f) Teachers' comments in general (no ratings).
20	g) Teachers' comments by subject with ratings.
2	h) Other schemes (please specify) -- combination of c and g.
1	-- combination of b and g.
1	No Response

Please feel free to make comments:

Letter grades are what I'm used to and understand.	7
A little competition is good for students--when they can compare reports they'll try harder to improve.	3
I want more information than is usually on report cards.	3
I would like comments on my child's behaviour and study habits.	2

6. Are you aware that there are two kinds of programs available in "Area C"? Approximately 2/3 of the children are within the larger open area while the remaining 1/3 have been selected to do most of their work in a smaller enclosed room within the open area. This latter, smaller area has a more structured arrangement.

(a) Were you aware of this arrangement in "Area C"?

Yes 62 No 6

(b) Are you in favour of this arrangement?

Yes 61 No 2 No Response 5

Please comment:

Some children need fewer distractions, and more structure, supervision and direction than in the open area. (This included several parents who expressed pleasure and relief that their child was now learning in the enclosed area.) 9

Some children need more individual attention and it's good that they can get it in the smaller, structured area. 5

Open areas are not suitable for all children and alternatives should be available. 5

7. Are you in favour, if the teachers consider it to be desirable or necessary, of having your child enrolled in the smaller, more structured part of "Area C"?

Yes 56 No 5 No Response 7

Please comment:

Yes, if it is desirable for the child and in his best interests. 6

I would leave the decision to the teacher. 5

Yes, but I would like to have the reasons explained to me first. 5

I prefer the smaller structured area for my children. 3

Yes, there are fewer distractions in the smaller area. 2

8. Are you satisfied with the academic progress your child is making this year?

Yes 54 No 8 No Response 6

Please explain in what areas you think your child is, or isn't, making adequate progress and indicate your reasons for thinking this.

I am generally fairly satisfied with the growth and improvement of my child. 7

My child's spelling is very poor. 7

My child isn't doing well enough in some of the language arts. 5

I think my child is doing better now because he's been moved into the enclosed area. 4

My child is doing all right but should be doing better. 4

I am generally dissatisfied with my child's progress which I attribute to his being in the open area. 3

9. Do you agree with the amount of free time (i.e., when he has no scheduled classes) that your child has in "Area C"?

Yes 44 No 17 No Response 7

Please feel free to comment:

There should be some supervision and direction in the form of suggestions regarding the use of free time, e.g., on homework, on poorer subjects, completing assignments.	8
The child should be kept busy all of the time (no free time).	8
Free time is good as long as it's used beneficially.	4
Free time is good for the child--provides a chance to unwind and move around a bit.	3

10. a) To what extent does your child come home and discuss what he does in school? (Check one ✓)

Several times a week 45 Occasionally 19 Rarely 4

b) How does this compare with previous years?

Same 40 More 22 Less 5 No Response 1

c) What sorts of school activities does he talk about? (e.g., mathematics, art projects, games at recess, teachers, etc.)

Please list the school activities most discussed by your child at home.

Teachers	25	General everyday activities	10
Art projects	17	School projects	9
Mathematics	17	Social Studies	8
Games	16	Field trips	5
Drama (plays)	11	Spelling	5
Sports	11		

11. Have you noticed any changes in your child since school started in September, e.g., behaviour, attitudes towards school, teachers, himself, or other students, etc.?

Yes 38 No 28 No Response 2

What form did these changes take?

My child has a better attitude towards school.	9
My child has more self-confidence.	7
My child has made new friends.	5
My child is more aggressive and outgoing in constructive ways.	5
My child is more mature--independent and self-reliant.	4
My child has become more active at school.	4
My child has become more relaxed, settled, and content.	3

When did you notice the changes?

Before Christmas.	10
Since Christmas.	8
Gradually over the school year.	7
When he moved into the structured area.	3

What do you think caused the changes?

School generally.	7
Student-teacher relationships.	6
Positive effects of being moved into enclosed area.	4
Normal maturation.	4
Family relationships.	4
Different approach to teaching from what he had before.	3
Positive effects of being in the open area.	3

12. Would you prefer that there be more emphasis on teacher-directed classes in "Area C"?

Yes 32 No 21 No Response 15

Please feel free to comment:

Yes--Children need some guidance from teacher's directions.	3
No--My child is doing well the way it is now.	3
Yes--On some subjects.	2
Yes--Not all children are able to discipline themselves to work on their own.	2
No response--It's the school's decision.	2

13. In which part of "Area C" would <u>you</u> prefer to have your child enrolled? (Check one ✓)

The smaller, structured area 26 The larger, more open area 28
No Response 14

Please feel free to comment:

Whichever is best for the child.	4
Smaller--It is quieter with fewer distractions.	4
Smaller--Child needs more help and some pushing.	2
Smaller--There is more individual attention.	2
Larger--Child wouldn't feel different from the others.	2
Larger--Atmosphere more conducive to learning.	2

14. How does the independence and responsibility for himself of your child compare to this time a year ago?

Same 22 More 40 Less 1 No Response or Mixed 5

Please feel free to comment:

Child is generally more mature.	4
Child has always been independent.	2
Child is more independent and less responsible in doing tasks.	2
School generally has contributed to improvement.	2
Child's attitudes are improved.	2
More improvement is needed.	2

15. What do you consider to be the major strengths and weaknesses of "Area C" at MacCorkindale School?

a) Strengths or good points:

The child is treated as an individual and proceeds at his own rate.	7
There are good student-teacher relationships.	5
The program is interesting, challenging, and enjoyable to the children.	5
There is training for the child in independence and responsibility.	5
The teachers are of high calibre and care.	4
The arrangements are flexible and offer choices to suit the needs of individual children.	4
A large range of subjects and projects is offered.	3
Teachers are respected as people and friends.	3

b) Weaknesses or bad points:

The academic side is weak--children don't do enough work.	5
There is too much freedom and free time.	4
There is too much noise.	3
Weaknesses will show up by comparing the children with students from other kinds of schools.	2
There is not enough teacher direction and supervision.	2
The children are not required to finish their work.	2
There is not enough discipline.	2
Some children don't work well on their own and need more pushing.	2
I don't know of any weaknesses.	2

16. What suggestions would you make for improving "Area C"?

There should be more teachers.	3
There should be greater direct parental involvement.	2
Area C is generally good the way it is.	2
There should be more emphasis on core subjects.	2

17. Please feel free to make any further comments on any aspect of "Area C" at MacCorkindale School.

Sample comments only are offered:

"The open area is a drastic change to children coming from other schools."
"The teachers have done a good job this year. I would like to be asked again in a year."
"There seems to be an inferred philosophy of MacCorkindale School. It would be helpful if it were stated in clear terms that the layman could understand."
"Do you feel you are preparing them for the demands of high school? Have you ever discussed this with a former pupil now in high school? Your standards are low, you don't expect enough from the children. You are not helping them--life isn't that way."
"Terrific teacher-pupil relationship."